

# **ARISE College and Workforce Readiness Initiative**

**2007–08**

## TABLE OF CONTENTS

Executive Summary .....	4
I. Introduction: Accountability .....	12
II. Background .....	12
III. State Level Strategies.....	14
A. Online Transitional Courses in Science, Technology, Engineering and Mathematics (STEM) .....	14
B. ACT Regional Workshops.....	15
C. College and Workforce Readiness Symposium Showcase Event.....	15
D. Partnership Development .....	15
IV. System Level Support .....	16
A. Templates .....	16
B. Docushare .....	17
C. College Workforce and Readiness (CWR) Workgroup.....	17
D. PLT Monthly CWR Reports.....	18
V. College Visits .....	18
VI. College CWR Plans .....	19
A. Ashland Community and Technical College (ACTC) .....	19
B. Big Sandy Community and Technical College (BSCTC).....	20
C. Bluegrass Community and Technical College (BCTC).....	21
D. Bowling Green Technical College (BGTC).....	22
E. Elizabethtown Community and Technical College (ECTC) .....	23
F. Gateway Community and Technical College (GCTC) .....	23
G. Hazard Community and Technical College (HCTC).....	24

H. Henderson Community College (HenCC) .....	25
I. Hopkinsville Community College (HopCC) .....	26
J. Jefferson Community and Technical College (JCTC) .....	27
K. Madisonville Community College (MCC) .....	28
L. Maysville Community and Technical College (MCTC).....	29
M. Owensboro Community and Technical College (OCTC) .....	30
N. Somerset Community College (SCC) .....	31
O. Southeast Kentucky Community and Technical College (SKCTC) .....	32
P. West Kentucky Community and Technical College (WKCTC) .....	32
Q. Common Opportunities .....	33
VII. Conclusion.....	35
<b>Appendices</b>	
Appendix A: Templates .....	36
Appendix B: College and Workforce Readiness Workgroup Charter .....	39
Appendix C: College Plan (Model) .....	41

# ARISE College and Workforce Readiness Initiative 2007–08 Executive Summary

## I. Introduction: Accountability

The ARISE College and Workforce Readiness (CWR) Initiative is to:

**Develop intervention plans to improve college and workforce readiness.**

## II. Background

During the 2006-07 academic year, the KCTCS LEAP Assessment Initiative administered WorkKeys assessments to a sample of first-time, credential-seeking students to determine student college and workforce readiness.

Senate Bill 130 (SB 130) as enacted in the 2006 Regular Session of the Kentucky General Assembly calls for all Kentucky high school students to be assessed using ACT (required) and WorkKeys (optional) beginning in 2007-08 to determine their level of preparedness for college and the workforce. Subsequently, the Kentucky Department of Education (KDE) adopted the ACT EPAS (EXPLORE, PLAN, and ACT) which assesses college and workforce readiness beginning in middle school. Postsecondary institutions are expected to work with the P-12 system in assisting them with curriculum alignment and with preparation for increased readiness. The KCTCS 2006-07 LEAP Assessment Initiative identified ways in which KCTCS can support the college and workforce readiness provisions of SB 130.

Concurrently, with the KCTCS LEAP Assessment Initiative, the Council on Postsecondary Education (CPE) created a Developmental Education Task Force, consisting of legislators, secondary and postsecondary educators (including President McCall), and CPE members and staff, that addressed the findings of the fall 2006 report *Developmental Education Update: The Preparation of Students Entering Kentucky's Public Colleges and Universities in 2002 and 2004*.

This report showed that half of the state's first-time college freshmen did not meet the CPE minimum standards for preparation in math, English, and reading. In February 2007, the Task Force released the report *Securing Kentucky's Future: A Plan for Improving College Readiness and Success* with a series of recommendations calling for stronger steps to improve college readiness among Kentucky students.

The spring 2007 *Kentucky High School Feedback Report: Class of 2004* provided information to high schools and receiving colleges regarding the performance of their students at the postsecondary level and the strengths and weaknesses of the secondary school system in preparing students for college. The report reinforced the findings of the fall 2006 study of developmental education in postsecondary education and also indicated that almost 40 percent

of Kentucky college freshmen from the 2004 class lost their Kentucky Educational Excellence Scholarship money after their first year at college because their G.P.A. fell below the mandatory minimum of 2.5 (on a 4.0 scale).

### **The Need to Reinvent**

- According to the results of the KCTCS LEAP Assessment Initiative, 40 percent of the students in the WorkKeys “Reading for Information” and 49 percent of those assessed in the WorkKeys “Applied Mathematics” scored below the minimum (Level 5) for workforce and college readiness. Seventy-nine percent of the students assessed with the third WorkKeys assessment, “Locating Information,” were also under the minimal level. Three percent of those assessed were at a level of reading below the 5<sup>th</sup> grade.
- According to CPE’s fall 2006 report *Developmental Education Update*, 82.6 percent of the 2004 incoming KCTCS degree-seeking cohort with placement data were underprepared.
- According to the findings of CPE’s fall 2006 report *Developmental Education Update*, the first-time dropout rate of underprepared students (39 percent) was twice the rate of academically prepared freshmen (17 percent).
- At its May 2007 meeting, CPE increased the statewide standards of readiness in mathematics and reading to an ACT score of 19 and 21 respectively. Students who score below these standards (effective fall 2009) must be provided with remediation interventions.

### **2007-08 Implementation Strategies**

- Share and discuss with the local school districts the results of the WorkKeys Assessments and the *Kentucky High School Feedback Report - Class of 2004* specific to their graduates enrolled in KCTCS.
- Collaborate with the local school districts to select the strategies to be used at the secondary and postsecondary levels to improve the college and workforce readiness of all students entering KCTCS.

### **Evaluation**

- Development of P-12 partnership plans at each college to implement intervention strategies that improve college and workforce readiness of high school graduates.

### **Success Criteria: College and Workforce Readiness**

- Communicate with state level Kentucky Department of Education (KDE) leadership and major state level stakeholders to continue KCTCS’ role in supporting P-16 collaboration.
- Analyze *Kentucky High School Feedback Report – Class of 2004* to identify and match high schools having the highest percentage of developmental education needs to the KCTCS colleges serving those local school districts.
- College presidents will discuss with local school district officials information about high school graduates’ readiness for college and work (including the results of the WorkKeys Assessments and the *Kentucky High School Feedback Report - Class of 2004* specific to graduates enrolled in KCTCS).
- KCTCS colleges will collaborate with partnering school districts to identify and select the strategies at the secondary and postsecondary levels to improve college and workforce readiness for all students entering KCTCS.

### **III. State Level Strategies**

Subsequent to the KCTCS Board of Regents June 2007 meeting, President McCall met with Interim Kentucky Department of Education (KDE) Commissioner Kevin Noland to present ARISE and to seek the Department's support for efforts at both the state and local levels. A later report by the KDE Interim Commissioner to the Kentucky Board of Education included a summary of the meeting with KCTCS President Michael B. McCall and stated that "KDE and KCTCS have begun regular meetings to coordinate technical assistance to schools in response to SB130 and overall increases in college readiness."

#### **A. Online Transitional Courses in Science, Technology, Engineering, and Mathematics (STEM)**

KCTCS and KDE are developing three online modularized courses to support successful transition from high school to college. The courses will be available for dual credit and can be used to support students who need help to prepare for college algebra. The courses are:

- MA 108 Intermediate Algebra
- PH 171 Applied Physics
- IT 160 Introduction to Geographical Information System

#### **B. ACT Regional Workshops**

KCTCS and the KDE Office of Assessment co-sponsored six ACT Regional Workshops across the state in March 2008. Each workshop included a KCTCS presentation on College and Workforce Readiness. Mr. Joe Dell Brasel, Kentucky's consultant from ACT, reviewed the College Readiness Standards and College Readiness Benchmarks and helped participants relate those to their own student and school reports.

#### **C. College and Workforce Readiness Symposium Showcase Event**

In March 2008 KCTCS sponsored a CWR Showcase Symposium featuring presentations on effective and emerging practices to increase the preparation levels of high school graduates. Staff from the City University of New York System, KDE, ACT, and Business-Higher Education Forum (BHEF) presented and shared effective and emerging practices, programs, and intervention strategies designed to support college and workforce readiness.

#### **D. Partnership Development**

President McCall's leadership efforts have resulted in several innovative projects and new resources that are currently underway to achieve the annual leadership goals.

- **Business Higher Education Forum (BHEF)**  
President McCall provided leadership for Kentucky's participation in the national BHEF, an organization of Fortune 500 CEOs, prominent college and university presidents, and foundation leaders working to advance innovative solutions to education challenges in order to enhance U.S. competitiveness. BHEF members are driving change to promote

college readiness, access, and success for underserved populations, particularly in the STEM areas of science and math. For example, the On-The-Ground project that BHEF has embraced with Jefferson Community and Technical College was successfully launched in the Louisville business and education community, raising the awareness of college and workforce readiness initiatives at KCTCS.

- **Kentucky Department of Education and Other K-12 Advocacy Groups**  
During the 2007-08 year, President McCall met with state level KDE leadership and major advocacy associations in a series of meetings to continue KCTCS' role in supporting P-16 collaboration.
- **Kentucky Scholars Program**  
President McCall initiated a strategic partnership leading to systemwide implementation of the Kentucky Scholars Program. The Kentucky Scholars program is a business/education partnership that promotes rigorous course taking and college-going, leading to a special certification on the high school diploma. KCTCS partnered with KDE and the NewCities Institute of the Kentucky League of Cities to enhance and expand the Kentucky Scholars Program through a Memorandum of Agreement (MOA).
- **Appointed Coordinator of College and Workforce Readiness**  
President McCall established a staff position to coordinate college and workforce readiness initiatives.

## **IV. System Level Support**

### **A. Templates**

Three templates were created to assist the college presidents to plan, schedule, develop, update, and submit final CWR plans to the System Office: a Timeline Template, a Monthly Update Template, and a Final Plan Template.

### **B. DocuShare**

Two folders were created in DocuShare to share various reports (including the *Kentucky High School Feedback Report – Class of 2007*, data (including information on KCTCS graduates), articles, updates, and other pertinent information relative to college and workforce readiness. A list of secondary districts and schools was also posted.

- <https://unity.kctcs.edu/docuShare/dsweb/View/Collection-12034>
- <https://unity.kctcs.edu/docuShare/dsweb/View/Collection-11783>

### **C. College Workforce and Readiness (CWR) Workgroup**

The CWR Workgroup was established in May 2007 to provide a cross-functional perspective on issues and solutions related to college and workforce readiness. At the first meeting of the workgroup, Dr. Bryon McClenney, Project Director and Sr. Lecturer and Fellow of University of Texas at Austin, shared his knowledge and examples of proven effective models that support remedial and developmental education. Later, the workgroup made the following recommendations:

- Update college admissions regulations.



- Create an integrated accountability system tied to performance funding.
- Fund infrastructure improvement.
- Align college readiness standards to tie to educator professional development.
- Better link educator preparation to college readiness.
- Develop early student interventions.

#### **D. PLT Monthly CWR Reports**

College presidents provided monthly CWR reports at each PLT meeting. They shared meeting with local school officials to review the *Kentucky High School Feedback Report – Class of 2004*, the schools in their districts with high developmental needs, and information about high school graduates readiness for college and work (including the results of the WorkKeys Assessments) and to discuss/collaborate on strategies to improve college and workforce readiness.

### **V. College Visits**

During late spring and early summer 2008, a briefing session was scheduled by the KCTCS Chancellor's Office with each college president to discuss in detail their college CWR plan and its objectives. All 16 visits were completed.

### **VI. College CWR Plans**

The following summarize the 16 college P-12 partnership plans (ARISE CWR plans) submitted.

#### **A. Ashland Community and Technical College (ACTC)**

The ARISE CWR plan from ACTC focuses on three specific strategies: developing dual credit or dual enrollment relationships with each local high school; providing academic support for area high school students; and exploring the feasibility of a cooperative math, science, and technology magnet learning center for the service area.

#### **B. Big Sandy Community and Technical College (BSCTC)**

The ARISE CWR plan from BSCTC focuses on a Secondary Mathematics Initiative, which uses PLAN and ACT scores as pre-and post-tests to identify deficiencies in mathematics among sophomores and to collaborate with high school faculty to design and deliver effective intervention strategies.

#### **C. Bluegrass Community and Technical College (BCTC)**

The ARISE CWR plan from BCTC focuses on providing 50 underprepared students from two high schools with the online GE 101 Strategies for Academic Success course and supporting them through academic counseling for successful transition to college and through the freshman year.

#### **D. Bowling Green Technical College (BGTC)**

The ARISE CWR Plan from BGTC focuses on six goals:

1. Create a Culinary Arts program at a local high school.
2. Create a Career Pathway in Engineering at Franklin-Simpson High School.
3. Reactivate the P-16 Council.



4. Work through a home school cooperative to provide high quality science instruction.
5. Increase distance learning to provide greater flexibility for students.
6. Target a new audience for services through the Virtual Learning Initiative,.

**E. Elizabethtown Community and Technical College (ECTC)**

The ARISE CWR plan from ECTC focuses on increasing dual credit opportunities in English and mathematics, successful transition of more vocational students into college courses, and learning opportunities for African-American students.

**F. Gateway Community and Technical College (GCTC)**

The ARISE CWR plan from GCTC focuses on the *Strive* initiative to increase the number of students graduating from high school prepared to enter postsecondary education. Gateway is one of several educational institutions and organizations in the Northern Kentucky/Cincinnati area working together on *Strive*. Two lower-performing local high schools are the focus of Gateway's *Strive* activities. To deliver *Strive* services, Gateway will establish an extension center in the area to deliver recruiting and admissions services, placement testing, career advising, adult education and literacy, assistance with financial aid, and registration services.

**G. Hazard Community and Technical College (HCTC)**

The ARISE CWR plan from HCTC focuses on strategies to create a greater awareness in the community of the value of education, build local relationships to leverage resources across multiple programs, align admissions and marketing services through a new service center, and increase interactions with local schools that will lead to high-quality teaching and learning.

**H. Henderson Community College (HenCC)**

The ARISE CWR plan from HenCC focuses on revitalizing the P-16 Council, continuing data analysis of student achievement, professional development opportunities for school/college personnel, and increasing dual credit and dual enrollment opportunities for high school students.

**I. Hopkinsville Community College (HopCC)**

The ARISE CWR plan from HopCC focuses on strengthening the P-16 Council; increasing access to the college through community financial support; and raising mathematics achievement through teacher professional development at the K-8 level, along with curriculum alignment and external math audits.

**J. Jefferson Community and Technical College (JCTC)**

The ARISE CWR plan from JCTC is presented as three related (but separate) plans focused on groups of schools and differentiated by the strategies and interventions planned for the target group:

1. A phased plan for increasing college readiness in six districts, including data analysis to design interventions, dual credit, transitional courses, and joint faculty professional development.
2. A focus on four high schools in Jefferson County with high dropout rates, low levels of college readiness, and high levels of enrollment at JCTC as part of the Business and Higher Education Forum initiative in close partnership with the leadership of the Jefferson County Public Schools.

3. A middle college program in a nearby school district that will enable juniors and seniors from three high schools to attend college classes at a new extension campus in the community.

**K. Madisonville Community College (MCC)**

The ARISE CWR plan from MCC focuses on a re-examination of existing strategies to reduce need for remediation; the newer data available on performance levels of local high school students; and the development of new, more aligned cross-program strategies for increasing college readiness that take advantage of recent developments, such as EPAS. The plan emphasizes the need to engage multiple P-16 partners in the effort to reduce remediation, the fact that turning around the problem of under preparedness will take time and consistent focus, and the opportunity through the ARISE CWR Initiative for colleges to identify and share promising practices.

**L. Maysville Community and Technical College (MCTC)**

The ARISE CWR plan from MCTC focuses on increasing recruitment through work with local high schools and Area Technology Centers, with an emphasis on advising for career choice.

**M. Owensboro Community and Technical College (OCTC)**

The ARISE CWR plan for OCTC focuses on further developing the relationships between the college and local high schools to better prepare students for the 21<sup>st</sup> century world of work. College and work readiness strategies developed with local schools fall under the umbrella of the Discover College Consortium. Specific goals are developed to establish a pre-engineering program, to increase math and other general education dual credit opportunities, expand the Mechatronics/Industrial Maintenance program, and increase participation in general education transfer courses.

**N. Somerset Community College (SCC)**

The ARISE CWR plan from SCC focuses on four specific strategies, designed in partnership with local school leadership, being implemented across the service region:

1. Intensive support around college planning and preparation to 100 early high school-aged students through Upward Bound.
2. A series of in-service days in which college and high school faculty will work on curriculum, standards, and expectations alignment.
3. ACT preparation workshops.
4. Professional development specifically designed to help teachers and faculty increase higher levels of student learning in critical thinking and reading.

**O. Southeast Kentucky Community and Technical College (SKCTC)**

The ARISE CWR plan from SKCTC focuses on a new Memorandum of Agreement (MOA) with one of the local districts, COMPASS testing of all sophomores, enhancement of a pre-engineering program, and teaming with high school faculty on instructional strategies and best practices.

**P. West Kentucky Community and Technical College (WKCTC)**

The ARISE CWR plan from WKCTC focuses on collaborations with local schools to increase the college readiness of graduating seniors, to increase the college-going rate in two targeted

districts, to increase non-traditional enrollments in STEM occupations, and to increase the enrollment of minority students.

## VII. Conclusion

The 2007-08 ARISE College and Workforce Initiative:

- Implemented state level strategies:
  - KCTCS President McCall met with Interim KDE Commission Noland in June 2007 to present ARISE and to seek KDE's support for efforts at both state and local levels.
  - KCTCS and KDE agreed to develop online transitional courses in science, engineering, and mathematics (STEM).
  - KCTCS and KDE co-sponsored six ACT Regional Workshops.
  - KCTCS sponsored a CWR Showcase Symposium.
  - Several partnerships have been developed or enhanced:
    - Kentucky is now participating in the national Business Higher Education Forum.
    - President McCall initiated a series of meetings with KDE leadership and other K-12 advocacy groups.
    - President McCall initiated a strategic partnership leading to statewide implementation of the Kentucky Scholars Program.
    - President McCall appointed a Coordinator of College and Workforce Readiness.
- Provided System level support.
  - Developed Templates:
    - Timeline Template
    - Monthly Update Template
    - Final Plan Template
  - Created a CWR DocuShare site and posted relevant data/information there, including the *Kentucky High School Feedback Report – Class of 2004*, WorkKeys assessment data, KCTCS graduation data, and a list of districts and schools.
  - Established a College and Workforce Workgroup.
  - Provided opportunities for college presidents to share CWR updates at monthly PLT meetings. At the PLT meetings, college presidents reported meetings with local school officials, reviewing/analyzing data, identifying high developmental need schools, and discussing collaborative strategies to impact college and workforce readiness.
- Conducted visits to the 16 KCTCS colleges to discuss their CWR plan and its objectives.
- Received 16 college P-12 partnership (CWR) plans to implement intervention strategies that improve college and workforce readiness of high school graduates.

**Success criteria and evaluation measure have been met.**

